

ADOLESCENT LITERACY: PLANNING TEMPLATE FOR WORKING WITH SCHOOLS

Planning templates are designed to help technical assistance providers work with educators. This template can help school principals and leadership teams translate the recommendations of the IES Practice Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* into actions to promote the identification of school needs and practices that meet the needs of all students and staff.

AREAS OF SCHOOL RESPONSIBILITY	CURRENT STATUS			NEXT STEPS
	Already in Place	Not Feasible/ Inappropriate	Potential Areas to Develop	
A. School Leadership <ol style="list-style-type: none"> 1. School principal communicates with all staff to discuss policy about the importance of teaching reading skills to middle and high school students. 2. School has access to expertise related to adolescent literacy. 3. The principal encourages collaboration among teachers for the purpose of integrating the teaching of literacy strategies into content areas. 				
B. Setting Standards and Expectations for Achievement <ol style="list-style-type: none"> 1. Teachers, including content area teachers, are well informed about literacy standards and student expectations. 2. Textbooks and supplementary materials are aligned with literacy expectations so that teachers have access to the support materials they need to develop student literacy skills. 3. Content area departments/teachers of content areas have developed and shared vocabulary frameworks that identify specific terms that students are expected to master. 				

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C. Providing Research-Based and Effective Instruction in Support of State and District Standards <ol style="list-style-type: none"> 1. School implements core reading strategies consistently in all subject area classrooms, with special focus on vocabulary development and comprehension strategies. 2. Teachers have access to repertoire of reading materials, including materials that supplement core texts. 3. School screens all students for reading proficiency and determines which students need reading intervention, including transfer students. 4. Literacy specialist(s) have access to diagnostic reading assessments to analyze students' reading needs. 5. School provides range of support options for students who need additional instruction in reading, including interventions, tutoring, informal study supports, homework help, and so forth. 				
D. Supporting Instruction in the Classroom <ol style="list-style-type: none"> 1. Principal, guidance staff, and teachers organize daily schedule to accommodate intervention opportunities with small-group instruction as well as reteaching options. 2. Teachers are able to differentiate instruction to meet the literacy levels of students. 3. Principal schedules weekly planning time for literacy specialist(s) to work with content area teachers. 4. There is a clear referral process in place so that subject area teachers can easily refer students who need additional support in reading. 5. Principal and school reading leaders ensure that there is a process for determining when/whether/what type of interventions are required for individual students. 6. School has a range of options for interventions and can vary additional instruction by intensity and length of time. 				

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E. Recruiting, Retaining, Supporting High-Quality Staff <ol style="list-style-type: none"> 1. Principal and school reading leaders provide opportunities for teachers to receive feedback about their implementation of literacy strategies. 2. Principal and school reading leaders provide staff with ongoing access to emerging research about adolescent literacy. 3. Principal ensures that all teachers, including all content area teachers, are included in all professional development opportunities for adolescent literacy. 				
F. Supervision and Monitoring of Instruction <ol style="list-style-type: none"> 1. Principal includes use of recommended literacy practices (e.g., vocabulary teaching, text discussion, comprehension strategies) in teacher feedback and evaluation. 2. Principal, school reading specialist(s), and teachers discuss recommended interventions based on progress monitoring results. 3. Reading specialist(s) provide content area teachers with coaching in instructional strategies and provide learning aids such as graphic organizers. 				
G. Using Data for Planning and Accountability <ol style="list-style-type: none"> 1. Principal and/or reading specialists review schoolwide literacy progress with all staff at least annually, using assessment and progress monitoring data. 2. Principal and curriculum/department leaders ensure that there is an ongoing process for review of literacy benchmark/progress monitoring results. 3. Reading specialists frequently check to ensure that students who are receiving intervention services are making progress. 				

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H. Engaging Families and Community <ol style="list-style-type: none"> 1. School meetings with parents include the importance of proficiency in literacy. 2. The school periodically communicates with students and their parents regarding opportunities for support with literacy skills, including homework help, tutoring, intervention, and enrichment programs. 3. Literacy specialist(s) work with community providers (e.g., after-school programs and tutoring programs) to coordinate literacy strategies and communicate about individual students' literacy needs. 				
I. Ensuring Safe and Supportive Learning Environments for All Students <ol style="list-style-type: none"> 1. Teachers create classroom climates where all students feel comfortable participating in classroom discussions. 2. Principal and teachers implement strategies to motivate students to read, including schoolwide events designed to spark interest in reading. 				